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AUTHOR Moore, Johnny
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ABSTRACT

Improving at-risk students' low self-esteem, changing the negative feeling that at-risk students have about themselves, and helping at-risk students to become empowered to do something about their poor achievement in school were the major undertaking of this project. A formalized self-esteem assessment tool, the Coopersmith Self Esteem Inventory, was used to determine students' (N=15) self-esteem ratings. Students were assigned computer-assisted instruction, students' attendance was monitored and students participated in critical thinking skills activities. Instructional strategies designed to improve students' self-esteem were executed throughout the project period. Students participated in academic activities in a variety of settings and shared in the responsibility for planning and documenting the progress of all their learning activities. Eighty-six percent of the targeted students made gains of 10 or more points in their self-esteem rating. Seventy-six percent of the students made a 3-month grade level gain in language skills through use of computer-assisted information. All of the students demonstrated the use of evaluative and decision-making skills in determining if teacher behavior had an impact on their success in the classroom. (Author/LLL)

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DESIGNING AND EXECUTING INSTRUCTIONAL STRATEGIES FOR IMPROVING THE SELF-ESTEEM OF SECONDARY AT-RISK STUDENTS

by

Johnny Moore

A Practicum Report

Submitted to the Faculty of the Center for the Advancement of Education of Nova University in partial fulfillment of the requirements for the degree of Educational Specialist.

August/1991

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Abstract

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Descriptors: Self-Esteem/ At-Risk/ Self-Concept/ Motivation/ Self-Efficacy/ Problem-Solving/ Decision-Making

Improving at-risk students low self-esteem, changing the negative feeling that at-risk students have about themselves, and helping at-risk students to become empowered to do something about their poor achievement in school was the major undertaking of this project. A formalized self-esteem assessment tool, the Coopersmith Self Esteem Inventory, was used to determine students' self-esteem rating. Students were assigned computer-assisted instruction, students attendance was monitored, and students participated in critical thinking skills activities.

Instructional strategies designed to improve students' self-esteem was executed throughout the project period. Students participated in academic activities in a variety of settings and shared in the responsibility for planning and documenting the progress of all their learning activities.

The results indicated that carefully selected and well planned instructional strategies contribute significantly to improvement in at-risk students self-esteem.

Table of Contents

	Page
Title Page	i
Abstract	ii
Authorship Statement/Document Release	iii
Table of Contents	iv
Chapters	
I. Purpose	1
II. Research and Solution Strategy	16
III. Method	27
IV. Results	51
V. Recommendations	59
Reference List	61
Appendices	
Appendix A: Teacher Questionnaire	64
Appendix B: Teacher Questionnaire Results	72
Appendix C: Coopersmith Self-Esteem Inventories	80
Appendix D: Computer Curriculum Corporation Weekly Report	82
Appendix E: Daily Attendance Roster	84

Appendix F: Evaluate the Teacher Form 86

Appendix G: Proposed Timeline. 88

CHAPTER I

Purpose

Background

This project was located in a school district in a North Central Florida county. Demographically the county's population estimate as of December, 1989 was 181,596. The population breakdown shows the 0-14 year old age group at 19.7 percent of the total population, 15-44 year old age group at 58.2 percent, 45-65 year old age group at 13.7 percent, 65 and over age group at 8.3 percent of the total population. The county's residential settings are a unique, but well balanced mixture of urban, suburban and rural lifestyles, with some degree of ethnic and racial density visible in each of the lifestyles. A racial breakdown of the county's population shows Whites at 79 percent, Blacks at 19 percent, and others at 2 percent of the total population. Of the 94,996 eligible workers, as reported by the 1990 local labor force statistics, 92,174 workers as of September, 1990 were actually employed in gainful

employment. The county's per capita income as of December, 1990 was $14,419.

Local oversite of the school district has been placed by the voters in the hands of five elected school board members who appoint a superintendent to carry out the policies of the School Board. At the beginning of the 1990-91 school year the district's total student enrollment was 26,755 students. These students are enrolled in grades K-12 at 36 school sites consisting of 21 elementary schools, six middle schools, six high schools and three special centers.

This project was conducted at one of the district's three special centers where the practitioner's role is that of a teacher in one of the programs for at-risk secondary students. The practitioner's primary responsibilities in this setting are delivery of curriculum offerings, supervision of students in the work experience component of the program, direct liaison between school and family and school and student employer, development of student class schedules, and scheduling of students for counseling and testing

services. These responsibilities are for a department of four teachers that serve 80 students.

Fifteen students were assigned to the practitioner at the beginning of the school day for a two hour block of core time. During this time the practitioner teaches English Skills I-IV, General Mathematics I and II, Consumer Mathematics, Introduction to Economics, American Government and World History. These disciplines were taught in an individualized performance based format. At the beginning of the third class period some students were scheduled into courses with other instructors as dictated by their credit needs. During periods four through seven, some students were scheduled into the work experience component of the program. These students received on-the-job training at the center and at off-campus work sites.

The center is located in the school district's largest populated city, where the surrounding community consists primarily of low to lower middle income families, with a few middle income families.

Three federally subsidized housing projects are located within two miles of the center; two are one

half mile from the center, and one is two miles from the center. Although there are many single family homes in this community, strong family ties are maintained through extended family relationships and church affiliations. Many families live in conditions of poverty. The labor force is primarily semi-skilled and unskilled workers. In two parent homes, both parents work as a means of increasing family income.

The center accommodates some of the district's programs for Adult Basic Education, GED instruction, and alternative education programs for at-risk secondary students. The practitioner teaches in the Vocationally Integrated Program (VIP). Dropout retrieval, intervention and pregnant teen programs are also included. Vocational programs for students enrolled in the urban high schools are located at this site but are not offered during the summer. The Adult Basic Education and GED instruction programs are offered year round, five days a week with both day and evening classes.

The center's staff consists of four administrators, 33 teachers and support personnel, and 17 career service employees.

The school board provides transportation for students from throughout the school district to this center. Some students are bused in from the urban high schools to take morning and afternoon vocational classes.

Students enrolled fulltime represent a broad spectrum of the district's student population. Students take advantage of program offerings for the following reasons: small student population, low student-teacher ratio (1:20 in most classes), and individualized performance-based curriculum. These programs allow students to acquire and process new information, make application of previously learned information, and use the learning modality best suited for them.

Center programs allow students the opportunity to demonstrate mastery on state mandated performance standards, earn credits toward graduation and work at a pace comparable with their skills and abilities. Many students select programs at this

center because it represents the final alternative for them to obtain a high school diploma. All other traditional school programs have been failures for them.

Program enrollment is on a voluntary basis and, with the use of the performance-based curriculum, students may complete a course in less time than in the traditional school program. These students then have the option of enrolling in additional courses, which they eagerly do. Center enrollment normally runs from a high of 1,800 during the regular school year to a low of 800 during the summer term.

A breakdown of the population by race and sex shows female students constitute the largest group at 55 percent and male students at 45 percent. Blacks represent the largest racial group at 57 percent, Whites at 38 percent, and others at five percent. The highest enrollment is in the Adult Basic Education and GED instruction programs with students ages 16-40 scheduled for day and evening classes each term. The at-risk programs for secondary students represent the second highest enrollment group.

The average daily attendance of students is well below that of their high school counterparts in the district's other secondary centers. Students enrolled have histories of chronic absenteeism from school prior to their enrollment. This tendency is reversed some after initial enrollment, but attendance usually remains unstable throughout their stay.

Problem Statement

At-risk students at this center were characterized by their lack of interest and concern for poor performance in school. Teachers' attendance and grade records had repeatedly documented high rates of absenteeism, frequent tardies and low grades as evidence of this poor performance. Records of repeated disciplinary referral indicated teachers' frustration with these students' poor performance. However, referrals for counseling services indicated teachers' willingness to identify ways to help these students. From classroom observations teachers indicated that these students were unmotivated academically. They did not respond appropriately when called upon in class,

they were unable or unwilling to think critically and engage in problem-solving activities, they expressed negative feelings about themselves and their abilities, and they lacked good decision-making skills. The lack of feelings of self-worth and low levels of confidence in academic abilities made it difficult for at-risk students at the project site to make sustained progress in school. Efforts by staff, as evidenced by individualized curricula, use of multiple resources, and counseling services had been directed towards getting students to feel good about themselves and their abilities. Teachers believed that once students developed a feeling of positive self worth and high self-esteem, school performance would improve significantly.

Early in the second semester, February, 1991, teachers and administrators at this center were asked to respond to various indicators of students' self-esteem on an informal questionnaire prepared by the project practitioner (Appendix A:64). These school officials rated the self-esteem of the school's student population as being low (Appendix B:72, Part I Item 10). Responses showed that

teachers believed there was a positive relationship between high self-esteem, academic achievement and success in school (Appendix B:72, Part II Item 3). Responses also indicated that teachers believed student's self-esteem could be enhanced and improved through the instructional process, (Appendix B:72, Part II Item 7) and that teachers played an important role in that process (Appendix B:72, Part II Items 3,7,8,9,21,23,30).

At-risk students, for a variety of reasons are students who have had little or no success in the traditional high school setting (Greene and Vroff, 1989). At-risk students are underachievers, have repeated one or more grades, are products of broken or single-parent homes, or have low socioeconomic status (Matthews and Odum, 1989).

Matthews (1988) suggested that at-risk students seem to have more negative self-esteem when compared to their peers. Glasser (1986) reported that at-risk students do not have a positive view of school, they do not feel good about learning, teachers, or themselves.

Canfield (1990) reported that teachers know that when students feel better about themselves, there is a strong likelihood that they will perform better in school, and feel good about their performance. His report also suggested that today's students are not getting adequate amounts of affection and positive attention from parents or teachers. The result of this lack of affection and positive attention is reflected in the increasing number of students with low levels of self-esteem.

Aldridge (1989), indicated the following basic four requirements for high self-esteem in childern: (1) a feeling of belonging (2) a feeling of being accepted for who they are (3) have opportunities to set goals and make decisions, and (4) be surrounded by adult role models with high self-esteem. These requirements are fundamental if students are to develop and maintain positive feelings of self-worth. Aldridge (1989:5) further indicated:

> there are general ways in which child care providers can help a child improve his or her development of self-worth: (1) accepting children as they are, (2) (2) balancing acceptance with expectation, (3) avoiding comparative and competitive practices, (4) seeking out the individuality in each child, (5) conveying

confidence by giving reasonable responsibility, (6) examining current classroom practices, and (7) modeling self-praise and high self-esteem.

A four-year study (Dusa, 1986) designed to see what happens when a school makes a concerted effort in the area of student self-esteem, confirmed that teacher behavior had a significant impact on building student self-esteem and school success. Teachers selected to participate in this four year study with at-risk students were selected according to three criteria: (1) they treated all students with unconditional positive regard, (2) they encouraged all students to be the best they could be, and (3) they encouraged all students to set and achieve goals. At the end of the study, students had significantly reduced days of absenteeism to one day per semester, had completed 90 percent or more of their homework, had greater participation in extra curricular activities, and had an 83 percent graduation rate.

Motivating students for learning is of great concern to most teachers, but particularly for teachers who work with at-risk students.

Raising the self-esteem of students began with the adults in the school environment. Students learn primarily through the examples parents and teachers set. The school environment where teachers have low self-esteem is certain to impact negatively on the students. Teacher-student interactions need to be positve, validating, affirming and encouraging (Canfield, 1990). Canfield (1990:48) further stated:

> The challenge facing schools is great, but there are day-to-day things educators can do to increase children's self-esteem and, in so doing, improve their prospect for success.

At-risk students have low self-esteem which negatively impact on their school performance. This project involved 15 at-risk students with low self-esteem. The purpose of this project was to improve these students' self-esteem through the use of instructional strategies.

Outcome Objectives

The purpose of this project was to design and excute instructional strategies for improving the self-esteem of secondary at-risk students.

1. After having participated in this 12 week project, at least 80 percent of the students will show a gain of ten or more points in their self-esteem rating as measured by the Coopersmith Self-Esteem Inventories (SEI), Adult Form (Appendix C:80).

> The SEI are three self-report questionnaires intended to measure "the evaluation a person makes and customarily maintains with regard to him or herself." Each questionnaire presents respondents with generally favorable or generally unfavorable statements about the self, which they indicate as "like me" or "unlike me." The School Form is a 50-item inventory to be used for 8- to 15-year old children. It may be broken into four subscales pertaining to different self-esteem domains: peers, parents, school, and personal interests. The School Form is accompanied by an 8-item Lie Scale to assess defensiveness. The School Short Form contains the 25 items from the School Form with the highest item-total correlations. The Adult Form is an adaptation of the School Short Form for individuals over 15 years of age (Peterson and Austin, 1990:396).

2. After having participated in this 12-week project, at least 80 percent of the students will make a three month grade level gain in language skills through the use of computer-assisted

instruction as measured by weekly reports from the Computer Curriculum Corporation (CCC) Lab (Appendix D:82).

The CCC is a complete computer-assisted instruction classroom, located on the project site, where students may work independently or with the assistance of a proctor on a variety of basic skill building activities.

3. After having participated in this 12-week project, at least 80 percent of the students will decrease their days of absenteeism to an average of two days per month during the 12 week project period as documented by daily attendance records (Appendix E:84).

4. After having participated in this 12 week project, at least 90 percent of the students will be able to demonstrate the use of evaluative and decision-making skills in determining if teacher behavior had an impact on their success in the classroom as determined by scores on the Evaluate the Teacher Form (Appendix F:86).

5. After having done a literature review and examination of the most effective instructional

strategies used in classrooms, the practitioner will select appropriate strategies for achieving the stated objectives. The strategies will be identified in the final report.

These objectives are reasonable and realistic because the practioner gave instructions to the students involved in this project as to the intent and the desired outcomes. Students were provided opportunities to give feedback on every phase of the project and were assured that reaching these objectives would not interfere with regular school activities. These objectives are worthwhile because they sought to improve the opportunities for students to become more efficient learners, and helped students develop critical thinking and problem-solving skills. Further, these objectives did not decrease the amount of time that each student spent on other productive learning activities.

CHAPTER II

Research and Solution Strategies

In today's classrooms, student motivation is very inequitable; some students work on their own, driven by interest and internal desires to succeed while other students work as a result of pressure teachers exert upon them to do so.

Ashton and Webb (1986) reported that teachers who are effective at working with low-achieving students do so because they have positive self-efficacy and high but reasonable expectations for student achievement. Teacher efficacy is the confidence teachers have in their ability to motivate students and influence their learning.

Teachers must possess a lot of confidence and determination in the expectations they set for student achievement. This does not mean that they are unrealistic in what they expect of their students, they simply let them know, through a variety of encouraging teacher modes, that they want them to succeed. The teacher then assures the

students that they will acquire the skills and learning techniques necessary for academic success (Good and Brophy, 1987).

To create a motivational environment, the physical classroom must support teacher expectation, the skills students want to acquire, and the learning techniques to be employed. Ames and Archer (1988) recommended the implementation of a mastery orientation classroom structure. This structure promotes student motivation. A mastery classroom provides students with learning opportunities that emphasize progress over performance and ability. In this structure, errors are considered an important part of the learning process, not as an indication that one lacks ability. Teachers are able to give students opportunities to relearn concepts and correct errors in this structure.

Madden (1988) reported that the way in which teachers communicate with students may help to improve students' self-esteem. Concerned teachers attempt to motivate students with the language of praise. While this may have some initial impact on students' motivation it eventually becomes a

non-reinforcer because the students only see themselves as working to please the teacher. Ultimately, this language of praise loses its effectiveness in motivating some students because there has been no investment on the students' part to please themselves. Teachers should consider changing the way they communicate with students. Instead of using the language of praise, they should employ the language of encouragement. The language of praise is based on achievement; it sends the signal that students will be valued only when and if they please their teachers. While there is some potential for bringing out adult-pleasing behavior, it may cause students to become too dependent on the teacher for their motivation.

The language of encouragement acknowledges the students' growth and contributions, promotes self-reliance, self-direction, and cooperation (Madden, 1988).

Alderman (1990) suggested that high levels of student motivation can be acquired when students recognize what they need to do to be successful, assist in its planning and frequently see how they

contribute to their success. He stated that there must be a link between what the student is to do, how it is to be done and what the potential outcomes will be. Setting goals for performance is that link. Goal setting helps cultivate self motivation. Goal setting determines personal standards by which performance can be monitored and evaluated, and it provides a procedure for self-assessment (Bandura, 1986).

At-risk students can be described as inefficient learners (Pressley and Levin, 1987). They do not know how to identify and use learning strategies to their benefit. At-risk students need to identify and use the learning strategies that will best help them accomplish their academic goals (Alderman, 1990).

The Learning Styles Project for Potential Dropouts (Perrin, 1990) is designed to determine how different learning styles affect the achievement of at-risk students. Students were selected for the project while in ninth grade, based on the following three criteria: failed two or more subjects, scores

in the fifth stanine or below on a standardized reading test, and excessive absences.

Students in the project were scheduled together for 10th grade math, social studies, English, reading, and science during the regular school day. They were introduced to the concept of learning styles, experimented with alternative groupings, varied instructional strategies, and individualized response activities. Personal study habits and different learning environments were discussed. Students took a Learning Style Inventory and received printouts showing their learning strengths and weaknesses.

At the end of 10th grade, every student passed English, social studies, math, and science courses. Students' grade point averages increased 18 points in English, eight in social studies, four in math, and 10 in science over their ninth grade averages. Students remained in the project during 11th grade, and more than half of them applied to college. Students' achievement gains were significant, but the gains in self-esteem were immeasurable. These

at-risk students now exhibit confidence and accept responsibility for their own learning.

The DeLaSalle Education Center in Kansas City, Missouri, gives at-risk students an opportunity to turn their lives around (Taff, 1990). DeLaSalle is established on the idea that the successful educational system will have the teacher and student deciding together on learning materials, how they are to be used, and performance outcomes. The student and teacher develop contracts that will lead to graduation. Here goals are stipulated, learning materials and strategies are set forth, and objectives are put on time lines. The contract can be modified if problems arise. After guidelines have been established, the teacher and the student are free to select almost any learning materials they agree upon (i.e., state driver's manual, words and music of pop songs, various magazines and newspapers). Students may also choose the method of materials presentation (i.e., audiotapes, computers, text, etc.). Academic gains, and gains of self-esteem have been impressive.

Gross (1990), in his report on the programs for at-risk students at Jefferson County High School in Louisville, Kentucky, reports that the use of computer-assisted instruction is one of the keys to motivating these at-risk students. The school uses computer-assisted instruction programs designed by the CCC. The system provides the flexibility that students need to remediate skill deficits. The program monitors the student's progress and makes adjustment by advancing students when they get several consecutive questions of one type correct and dropping back if a student misses several in a row. Problem and skill lessons are challenging but well within the student's frustration tolerance. Teachers get printouts indicating where students are having difficulties. These enable them to zero in on problem areas. Students have thrived using a system that treats them as adults and allows them to determine their own schedule and to work at their own pace. Gross (1990) stated that studies indicate that these students need more than smaller classes and more contact with teachers. They need an environment outside of their regular classroom that

allows them to independently work on areas of academic weakness while completing standard course requirements.

The National Governor's Association Task Force on Readiness (Riley, 1986) reported that in some states computer-assisted instruction appears to have produced cost effective gains for at-risk students performing below acceptable levels.

The Apollo School for at-risk students have determined that students who receive qualilty teaching in a quality environment will work hard to produce quality work. This environment must be a place where student-teacher interactions promote success; where acceptance, affection, appreciation and attention are visibly discerned; where students participate in developing their learning plans, set time tables for goal achievement, and determine the learning strategies for reaching desired performance outcomes (Greene and Vroff, 1989).

Research (Ashton and Webb, 1986; Good and Brophy, 1987; Dusa, 1986; Madden, 1988) indicated that teacher behavior and teaching styles are major factors contributing to the development of positive

self-esteem in at-risk students. Non-traditional learners seem to perform better in classrooms where teachers take on non-traditional teaching roles. Glasser (1989) suggested that teachers may want to consider operating in the role of a learning manager. This role allows the teacher to operate in whatever capacity that best benefits the individual needs of learners. The role of learning manager, where the teacher facilitate rather than dictate the students' learning, was selected by the practitioner as an instructional strategy for improving students' self-esteem. This strategy required no retraining for teachers; just a rethinking of methods of operation.

Evidence of positive self-esteem in at-risk students has been reported in classrooms where there is a motivating learning environment (Green and Vroff, 1989). A major part of the learning manager's role is to create a motivating learning environment. The practitioner's second strategy was to create a motivating learning environment. This can be done through the use of encouraging manager-student communications, modeling positive self-

esteem, and accepting students' contributions as worthwhile. This strategy requires confidence and determination.

The practitioner's third strategy focused on empowering students to take charge of their own learning. Several studies (Perrin, 1990; Taff, 1990; Gross, 1990) have indicated that at-risk students who participate in developing their learning plans and performance outcomes develop a good feeling of themselves and towards school. Students' empowerment occurred as the manager allowed the student to use learning styles that were successful for them, make decisions along with them on achievement goals and performance outcomes, and have opportunities to work on improving skill deficits.

These strategies were both time and cost effective because they were implemented along with the regular curriculum and no additional funding was needed. Counselors, deans and teachers were asked to give feedback on any significant changes in

the behavior of students participating in this project. A television, cassette recorder, personal computer and typewriter were used by students in the classroom.

CHAPTER III

Methods

Resources

For the 12 week project implementation period, the 15 targeted students, assigned as part of the practitioner's core student group, met at least two hours daily for completion of academic course requirements. All students participating in this project were scheduled into a competency based curriculum for English, math, science, history, and physical education. This curriculum included English I, English II, English III, English IV, General Math I, General III, Consumer Math, Introduction to American History, Introduction to American government, Introduction to Economics, Introduction to World History, Fundamentals of General Science and Physical Science, Fitness and Lifestyle Designs, and Personal Fitness.

During the 12 week project period, the practitioner, (learning manager) utilized a variety of formal and informal educational resources and

settings to carry out the activities of the project. Every precaution was taken to keep the targeted students aware of the various informal changes in location, dates and times of activities and assignments away from the core classroom. Teachers and staff responsible for learning areas outside the core classroom, which the target students were to be involved in, were always notified in advance of those students' assignments.

The core classroom was the major setting for many of the project activities. A variety of other settings were used to accomodate and compensate for the diverse learning styles and academic goals of the project students. Each setting was chosen on the basis of its potential to allow students to do self monitoring and work on academics independently. The learning manager met with staff assigned to these settings to discuss the purpose and nature of the project activities, set general guidelines for student behavior, and develop informal scheduling procedures. Other settings included the CCC computer-assisted instruction lab, the media center,

other classrooms, and designated outdoor campus areas for use at student request.

The core classroom served as the host setting for all of the project activities. It was the base of operation from which the learning manager arranged and assigned students to other learning settings to accomplish specific educational objectives. The core classroom was a spacious, carpeted, air conditioned, one room building, with sliding windows which provided natural lighting and a view of other campus areas.

The core classroom was equipped with tables and chairs for student seating, and some individual student desks for testing purposes. Textbooks, calculators, a filmstrip projector and a cassette tape recorder were easily accessible to all students, as they were visible on bookshelf space in the classroom. Course guides for each of the academic subjects taught in the core classroom were located in a labeled storage cabinet. An IBM Selectric II typewriter, Tandy 1000 micro computer with monitor, and a Tandy Dot Matrix printer were available for students' use in the core classroom.

A television set with closed circuit capabilities was in the core classroom. Broadcasts of national and world news, through the Whittle Network Channel One programming, was provided to students in the core classroom each morning. The classroom had a built in closet area for storage and security of equipment and supplies over long weekends and holidays. There were 4 file cabinets for record storage and management purposes. Students were responsible for making sure that all equipment, materials and supplies were stored in their proper classroom location at the end of core time each school day.

During the 12 week project implementation period, the targeted students continued to work toward completion of academic coursework in those subjects scheduled for second semester credit requirements. During the first week of the project, activities included classroom discussion of the purpose of the project and the projected outcomes; introducing the formal and informal assessment instruments to be used; administering the Coopersmith Self Esteem Inventories; formalizing a

schedule for the CCC lab; reviewing campus wide student code of conduct; touring the CCC lab and media center; and responding to students' feedback and questions of concern.

Students who were required to produce major documents as course completion requirements (i.e., English IV, term paper; American Government, research project on the history of the American Constitution, development of local government personal brochure, and journal logs for Fundamentals of General and Physical Science) were trained by the learning manager on the procedures for using the Tandy 1000 micro computer and printer. The learning manager gave students instructions for correctly booting up the system, loading the word processing program, plus starting and saving a document.

The use of the computer became the most requested resource in the core classroom by the students. To accomodate these requests, the learning manager assigned one student who had had previous training on the computer, and who had a very high interest in the mode of operation and construction of the computer as the peer facilitator

for all student requests for computer use. This student was responsible for showing other students how to format disks; save, retrieve and make changes to documents; shut down the system; and properly store disks. As core students developed confidence in the use of this equipment many interesting and creative projects were submitted as completed course requirements.

In the first week of the project activities, the learning manager met individually with each targeted student to discuss and identify individual learning styles, establish academic goals, and develop an educational plan that would take into account individual learning styles for accomplishing academic goals. This plan detailed the time frames which each student set for the completion of course performance standards, and targeted those courses that students would be scheduled into once initial goals had been met. Each student assisted the learning manager in developing his/her academic plan. Prior to the development of academic plans the learning manager and students reviewed high school transcripts to determine credit needs and

grade point average. With this information, students were able to get a good picture of the academic performance they would need to maintain to accomplish their goals, and get a general idea of the number of required credits earned and the number remaining for graduation.

Reluctant students, those who were unsure of goals, and those who failed to view this exercise seriously were given one additional week to develop their goals. Those students were allowed to meet with the center Occupational Specialist to gain some skills in techniques for setting short and long term goals. This process was very helpful for those students because it forced them to accept some responsibility for the types of things they wished to accomplish in school, and it required them to use a defined process for making decisions affecting their education. Those students subsequently became classroom leaders throughout the remainder of the project implementation period. Those were the students who showed great interest in those activities designed to develop critical thinking skills, and were persistent in their use to solve

various problems throughout the project implementation period.

Detailed records of each course performance standard completion, special projects, assignments to be re-submitted, test scores and dates were kept in the classroom by the students and the learning manager. This record was maintained in a binder in the classroom. This allowed students the opportunity to get daily updates on their course requirement completions, see the results of any assignment which the learning manager might have corrected and documented, and make appropriate changes to their academic plans when necessary with the advice of the learning manager. Throughout the early stages of the project activities (weeks 1-5), many of the targeted students displayed a reluctance about taking responsibility for documenting their progress on the course progress forms. This reluctance seemed to be a result of a totally new school experience for many of these students and they were apprehensive about using this new found classroom authority. The learning manager demonstrated a considerable amount of patience in

staying with this strategy throughout the students' reluctance. The daily record indicated that in week 6 students seemed to recognize that the only way their scores were going to get in the book was if they did it themselves. Several students initially decided to record scores in the progress record that were incorrect. Pressure from peers persuaded these students to acknowledge this to the learning manager and corrections were made.

During the 12 week project implementation period each student met with the learning manager for four formal sessions to discuss, modify and update their plan. Frequent informal sessions were held between the learning manager and students to discuss academic options that arose during the project period.

As the learning manager in the classroom, the project practitioner encouraged all students daily to always use time on academic assignments wisely, make use of all avialable learning resources, and identify those learning styles most appropriate for them under specific learning conditions. Each morning began with the learning manager and students

making announcements, discussing the day's agenda, and building a classroom rapport for positive attitudes. Opportunities were provided in the classroom daily for students to work one on one with the learning manager, to work in small groups with a peer facilitator, to work cooperatively on special project assignments, to work independently in an isolated student work area, or to work outside in a designated student work area on picnic tables built by students in the carpentry program.

Each morning, during the first eight weeks of the project implementation period in the core classroom, students were presented with a pop quiz for the day. This activity was presented as a feature of the Whittle Network Channel One news programming. The learning manager used this activity as a means to develop and demonstrate high ordered thinking processes, and to encourage students to use critical thinking skills in their own individual learning processes. The pop quiz for the day was presented after the news highlights for the day and before the day's feature. In the interim, commericals would be broadcast which

allowed students sufficient time to confer with other students for answers. Correct answers were awarded a certificate for a free hamburger at local Burger Kings. General topics covered by Whittle during this time period were; 4/15-4/19 Money Matters, 4/22-4/26 Earth Watch, 4/29-5/3 People Count, 5/6-5/10 Families Under Stress, 5/13-5/17 Urban Update, 5/20-5/24 Portrait Of A Generation, 5/27-5/31 Teens In The Persian Gulf, 6/3-6/7 Summer Vacation. Whittle provided participating schools and teachers with monthly teachers' guides that described upcoming shows and outlined objectives and activities for each program.

The CCC lab was a good setting for establishing an independent learning environment. The lab was managed by 1 adult proctor, with student trainees assigned to work as clerical assistants. Classroom teachers were asked to accompany students to the lab when there would be 5 or more students from the class in the lab at one time. The lab was equipped with 20 student stations consisting of a monitor and keyboard, and a master station with a mini computer, monitor, modem and printer. The lab had tables with

chairs for academic work away from the student stations where the lab proctor would work individually with students as needed. The lab had an office area that was used for individual student conferences as needed. The lab proctor gave each student an orientation to the lab setting, demonstrated the use of the lab equipment, assigned student numbers for booting up and getting into the assigned program, explained procedures for recording results after each session, and reviewed guidelines for conduct and behavior. Each week the proctor would print the results of all student sessions. On this printout, gains were highlighted and no gains were redlined.

The lab was available 4 days a week for targeted students' use, with Wednesday being reserved for use by students in the GED (General Education Development) program only. During the 12 week project implementation period, the targeted students were scheduled into the CCC lab for two sessions per week for two ten minute lessons in RCR (Reading for Comprehension Revised). Additional time in the CCC lab was made available at student

request. These requests were honored only when a student had accomplished their academic goals for the day. Initially many of the targeted students seem apprehensive about the hands-on nature of the lab assignment and had great difficulty completing the programmed items before the time limit expired. The lab proctor identified this problem and suggested that all students be scheduled into a demonstration drill and practice session for a second time. This suggestion was very helpful in that it eased many of the students' fears about operating the equipment and helped students develop a better understanding of the sequence and difficulty of skills the items presented.

After two weeks of lab activity students in the project began to ask more frequently for help with difficult items presented in their programs. The lab proctor responded initially to as many questions as possible, but due to time limitations it became apparent that many of these items would have to be addressed differently. At the end of week three, the lab proctor and learning manager, after several imformal discussions, decided to increase the number

of weekly sessions for those students identified as needing intensive remediation. In addition, special supplemental materials were given to these students that addressed concept development and skill building while in the core classroom.

Working in the media center setting helped students to develop confidence in their ability to be away from the classroom yet remain on task without a teacher being attached to them or they to a teacher. This confidence allowed students to explore learning in an atmosphere that was educationally rewarding, yet free of the rigidity of the traditional library.

The media center was a uniquely designed, spacious facility with upstairs and downstairs reading areas. The center was equipped with very sophisticated audio visual equipment and technology, a wide selection of good research periodicals and reference books, a good selection of specific fictional and non-fictional readings, and a good supply of high interest leisure reading selections. The media center was managed by two certified Media Specialists. Students utilized the media center to

do various required assignments from their different academic courses. With the assistance of the media specialists students were able to select appropriate materials to successfully complete each academic assignment, find sources of information to do research for term papers, and use AV equipment that could not be moved to the classroom. The Media Specialists assisted students by guiding them to the correct sources of information, providing technical assistance with AV equipment set up, and doing reproductions.

Monitoring

Throughout the implementation of the project activities the practitioner took extreme care to document teacher and student behavior, as they interacted with each other in responding to various school activities. The practitioner took precautions to make sure that this documentation would neither disrupt nor take away from creating a motivating learning environment.

A significant part of creating and maintaining a motivating learning environment was the behavior of the learning manager and how that behavior

impacted on students during the course of each school day. It was important for the practitioner to record both planned and unplanned teacher behaviors and tasks relating to the preparation and execution of each day's activities.

A daily record indicating teacher preparation behaviors (i.e., making sure that all equipment and instructional resources were operable and ready for student use, contacting teachers and staff supervising areas where students would be assigned, correcting test papers, returning corrected assignments with written comments to students' out basket, calling the homes of students with attendance, academic or behavior problems, and making sure that the classroom is orderly, chalkboards are cleaned, and visual wall presentation are free of unsolicited graffitti) was maintained by the project practitioner throughout the implementation period. Many school mornings (27 days) according to the daily record these teacher preparation behaviors were interrupted by students arriving to class early and requesting the learning manager's assistance with a school or home related

problem. On many occasions, the learning manager was simply someone to talk to and direct students to other resources. In addition to teacher preparation behaviors, this record also included comments on the learning manager's demeanor at the beginning and end of each school day. The record indicated the learning manager's style of communications with students, the appropriateness of feedback to students and the willingness to allow students to take active roles in making decisions about the day's activities. It also recorded how long it took to respond to students' request for assistance at their desk and how often students had to be reminded of inappropriate classroom behaviors. The learning manager reviewed this record weekly.

During week seven the learning manager recognized, through a review of several week's records, that there were certain patterns of teacher behavior that did not seem to contribute to the creation a motivating learning environment. These behaviors included students left unassisted on difficult problems without any feedback from the learning manager, too frequently allowing students

to work together whose primary goal was that of socialization, and too many instances of doing for students that which they should do for themselves. After discussing these issues with other teachers on campus, it was decided that mid course corrections were in order. Appropriate strategies were implemented to modify teacher behavior. After one week there were significant changes in student behaviors.

To further monitor changes in student behavior, the practitioner kept daily anecdotal notes of activities which indicated specific student quotes about their attutide toward school, teachers, other students, and themselves. These notes reflected the number of times the targeted students talked about themselves in a positive manner. These notes also indicated how often students spoke positively of their futures and described informal interventions that the learning manager used to increase these occasions. Students expressions of anxiety about tests taking situations, academic assignments that required the use of critical thinking skills, and comments students made when they had achieved an

academic goal was described in these notes also. Finally, these notes indicated how students handled student-to-student interactions, and student-to-teacher interactions. From these notes the learning manager was able to pinpoint specific behaviors which contributed to the students' feeling of low self worth and use these behaviors as themes for end of the day discussions.

A weekly printout of the CCC lab sessions was given to the learning manager each week. This printout, showing student gains was shared with the students in formal and informal meetings throughout the week. All students were able to interpret their weekly results and, seeing the printouts, served as an incentive for improved performance. Certificates were given each week by the CCC lab proctor to those students who made gains and demonstrated positive attitudes. The learning manager and the CCC lab proctor met informally each day to discuss student performance and possible instructional strategies for the classroom. Each Wednesday the lab proctor and the learning manager met to discuss and

implement changes in programs, schedules and seating arrangement in the lab if necessary.

A check-out/check-in pass system was used for students assigned to do academic work in the media center. The learning manager would initiate the pass to check out of the core classroom and into the media center. This pass would indicate the student's name, the date and time of departure, and the purpose of the assignment. Upon arriving in the media center students would check in with the media specialists who would initial the pass and notate the time of arrival. Once the student completed the assignment, the media specialist would indicate on the pass the time of student departure. As a means to clarify any problems, the learning manager and media specialist would communicate by telephone when necessary. During the implementation of project activities there were no occasions where the media specialists and the learning manager needed to discuss problems of inappropriate student behavior while in route, or during their stay in the media center. Observations of students by the media specialist and learning manager concluded that these

students were generally comfortable with this arrangement and did not want to disrupt it.

When students worked outside in designated areas they were asked to be ready to discuss with the learning manager what was accomplished while outside. This seems to have been a very appropriate prerequiste for outside work because no student took advantage of the time or freedom. Students were given a large 8 x 11 card to place on the outside table which read, OUTSIDE STUDIES, VIP. This precaution was taken so that others on campus would recognize that this was a legitimate academic activity.

Evaluation

During the project implementation period, the practitioner evaluated four student variables; self esteem, gains in language skills, attendance, and student use of evaluative and decision making skills in determining teacher effectiveness. Of the four evaluations, only one of the measurements used, the Coopersmith Self Esteem Inventory, was in the pretest-posttest format. A detailed description of the Coopersmith Self Esteem Inventory is located on

page 13. The 15 targeted students were administered the Coopersmith Self Esteem Inventory during the first week of the project as a pretest measurement to obtain a base score of each student's self esteem. To determine the extent of effectiveness of the strategies excuted by the project practitioner in increasing students self esteem, the Coopersmith Self Esteem Inventory was given as a posttest measurement during the last week of the project. Scores from pretesting were compared with scores from posttesting to determine if objective one was met. Objective one was met if at leasst 80 percent of the targeted students showed a gain of ten or more points in their self esteem rating.

Gains in language skills were evaluated by taking each student's grade level score prior to Initial Placement Motion (IPM) in the computer assisted instruction program RCR (Reading for Comprehension Revised) and subtracting that score from the grade level score at the end of the 30 sessions in the CCC lab. Objective two was met if

80 percent of the students made a three month gain in language skills through the use of computer assisted instruction.

Student attendance was evaluated by taking the total number of days in the project period (60 days = 3 school months) minus the total number of days in attendance during the project period divided by the total number of months. Additionally, the targeted students attendance record for the 60 school days prior to the implementation of the project was examined. This indicated those students with whom absenteeism was a problem. Objective three was met if at least 80 percent of the students decreased their days of absenteeism to an average of two days per month during the 12 week project period.

Evaluation of student use of evaluative and decision making skills was determined by administering an informal questionaire (Evaluate the Teacher Form, Appendix F:86) to each student and asking them to respond yes, no, or unsure to ten items on teacher effectiveness. This informal questionaire was developed by the project practitioner and no validity or reliability was

established. Objective four was met if at least 90 percent of the students were able to demonstrate the use of evaluative and decision making skills in determining if teacher behavior had an impact on their success in the classroom.

Chapter IV

Results

The purpose of this chapter is to evaluate the results of this project and discuss the major findings of its activities. Specifically this project was to design and excute instructional strategies for improving the self-esteem of secondary at-risk students. The participants in this project were 15 at-risk secondary students enrolled in an alternative education program at a special center in a north central Florida school district. This project was conducted during the spring and summer semesters of the 1990-1991 academic school year. This project was initiated to determine if the use of carefully selected and appropriately planned instructional strategies would improve the self-esteem of secondary at-risk students. After an intensive review of the literature the project practitioner chose three strategies as being those which seem best appropriate to address the concerns for what was the present level of students' self-esteem, and what it

should have been. These strategies, the teacher as a learning manager, creating a motivating learning environment, and empowering students to take charge of their own learning, are detailed more specifically in the teacher's guide developed by the project practitioner prior to the beginning of this project.

For objective one, 86 percent of the students gained at least ten points in their self-esteem rating as determined by scores from the Coopersmith Self Esteem Inventory. The results of these scores are shown in Table 1. This objective was accomplished.

For objective two, 76 percent of the students made a three month grade level gain in language skills through the use of computer-asssisted instruction as measured by weekly reports from the CCC lab. The results of these scores are shown in Table 2. This objective was not accomplished. From observations by the lab proctor, it was concluded that the four students who failed to make the three month gains did so as a result of being totally unmotivated by computer-assisted instruction.

Table 1

Coopersmith Self-Esteem Inventory
Pre and Posttest Results

Student #	Pretest	Posttest	Gains
1	44	68	24
2	68	80	12
3	68	84	16
4	56	78	22
5	68	80	12
6	60	84	14
7	76	74	-2
8	12	72	60
9	60	80	20
10	84	80	-4
11	52	78	26
12	40	64	24
13	64	76	12
14	68	84	16
15	70	82	12

Table 2

Gains in Language Skills from Computer-Assisted Instruction Lab

Student #	Grade Level Score Prior to IPM	Grade Level Score After 30 Sessions	# of Months Gains
1	6.13	6.55	0.42
2	6.12	6.44	0.32
3	6.88	7.50	0.62
4	5.59	5.93	0.34
5	5.99	6.94	0.95
6	4.81	5.08	0.27
7	6.64	6.65	0.01
8	5.14	5.39	0.25
9	5.79	6.29	0.50
10	4.82	4.98	0.16
11	6.64	7.08	0.44
12	4.39	5.03	0.64
13	5.86	6.42	0.56
14	5.69	6.68	0.99
15	7.01	7.38	0.37

For objective three there were no students who decreased their days of absenteeism to an average of two days per month during the 12-week project period. Table 3 indicates the results of an attendance evaluation at the end of the 12-week project period. While the results of the attendance evaluation at the end of the project period are favorable, the objective as written was not accomplished.

For objective four 100 percent of the students demonstrated the use of evaluative and decision-making skills in determining if teacher behavior had an impact on their success in the classroom. Table 4 represents the results of student scores from the Evaluate the Teacher Form. This objective was accomplished.

The final objective was the development of a teacher's guide outlining the instructional strategies that were to be executed during the project period. Objective five was met when the practitioner developed a teacher's guide prior to the implementation of the project activities (Attachment A).

Table 3

Student Attendance

Student #	Days Absent Prior to Project	Days Absent During Project	Average Days Missed Per Month
1	8	3	1.00
2	2	0	0.00
3	4	2	0.66
4	0	0	0.00
5	8	2	0.66
6	5	2	0.66
7	7	10	3.33
8	3	3	1.00
9	2	0	0.00
10	10	3	1.00
11	3	3	0.66
12	3	0	0.00
13	7	8	2.67
14	4	2	0.66
15	3	2	0.66

Table 4

Evaluate the Teacher Results

Student #	Yes	No	Unsure
1	9	0	1
2	10	0	0
3	8	1	1
4	9	1	0
5	9	0	1
6	10	0	0
7	5	3	2
8	10	0	0
9	10	0	0
10	9	0	1
11	10	0	0
12	10	0	0
13	10	0	0
14	9	0	1
15	7	2	1

In summary, two of the four student objectives were met, and the one practitioner objective was met. At least 80 percent of the targeted students made gains of 10 or more points in their self-esteem rating. One hundred percent of the students demonstrated the use of evaluative and decision-making skills in determining if teacher behavior had an impact on their success in the classroom. The practitioner developed a teacher's guide outlining the instructional strategies used during the project. Objective two was not met because the practitioner failed to recognize the importance of self-motivation in doing manipulative academic drills. Objective three was not met as a result of the objective being poorly stated by the project practitioner.

CHAPTER V

Recommendations

The practitioner feels that while the general outcomes of this research has been positive, there is still yet much investigation to be done in the school setting to identify methods of turning on students who have been allowed to turn off. Much interest is being generated in the county where this research was conducted, in this state and in this nation about the relationships between success in school, success on the job, social success, and self-esteem. High self-esteem is looked upon by educators as being the one attribute that all children need today if they are to succeed in school. While we may not be able to predict for certain those children with high self-esteem who will succeed, it is reasonably assured that students without high self-esteem will most likely fail.

The results of this work has definite implications for other teachers at the project site who are concerned with the low level of self esteem

in the students with whom they work, as it should have for all teachers of at-risk populations. A copy of this report will be given to the principal and copies of the Teacher's Guide will be made available to other teachers upon request.

The instructional strategies outlined in the Teacher's Guide may be used with middle school age populations and may be modified for use in the traditional classroom environment as well. No considerations in regard to race, sex, or socio-enonomic status need to be made in utilizing these strategies to improve students self-esteem.

The practitioner recommends that these strategies be used at the project site by all teachers of at-risk students. The practitioner recommends that similar pilots to this project be implemented with a new group of students at the beginning of the school year. This could add more reliability to the results obtained here.

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APPENDICES

APPENDIX A

Teacher Questionnaire

Teacher Questionnaire

This questionnaire is designed to get professional educators perspective and views on issues relating to secondary student's self-esteem and the various teaching methods and techniques employed in the classroom to build self-esteem. Data collected from this questionnaire will be used in the completion of a graduate research project. Thank you very much for your cooperation.

Self-esteem may be defined as the way students feel about themselves. It is different from self-concept. Self-concept is what students think about themselves.

This questionnaire consist of two parts: Part I - Teacher Information and Part II - Student Information.

Please respond to Part I by filling in the blank spaces provided and checking the response you deem most appropriate.

Please respond to Part II by circling the response you deem most appropriate according to the following scale:

A - Agree

SA - Strongly Agree

D - Disagree

SD - Strongly Disagree

PART I: TEACHER INFORMATION

1. Please indicate your number of years teaching experience._____

2. Please indicate your highest degree earned by checking the appropriate response.

_____Bachelor's _____Specialist

_____Master's _____Doctorate

3. Please indicate the number of students you have classroom contact with each school day._____

4. Please indicate your professional emphasis area by checking the most appropriate response.

_____Elementary Education
_____Secondary Education
_____Middle School Education
_____Special Education
_____Educational Administration

5. Please indicate your criteria for evaluation of student performance by checking the most appropriate response.

_____Grades only
_____Grades and behavior
_____Grades, behavior and attitude
_____Grades, behavior, attitude and attendance

6. Please indicate your primary method of academically motivating students by checking the most appropriate response.

_____Verbal praise and recognition
_____Rewards and incentives
_____Extra credit toward grade
_____Notes home to parents

7. Please indicate your most effective instructional method by checking the most appropriate response.

_____Lecture
_____Individualized instruction
_____Small group instruction
_____Hands-on instruction

8. Please indicate your most effective method of getting feedback from your students by checking the most appropriate response.

_____Recognizing raised hands
_____Calling on students at random
_____Requiring written feedback
_____Open forum

9. Please indicate the most effective method of recognizing students with low self-esteem by checking the most appropriate response.

_____Poor quality on academic tasks
_____Poor communication skills
_____Disruptive behavior in class
_____Lack of interest/withdrawn

10. Please indicate the level of self esteem of the students in your classes by checking the most appropriate response.

_____Very low _____Low
_____High _____Very high

PART II. STUDENT INFORMATION

SA-Strongly Agree A-Agree D-Disagree
SD-Strongly Disagree

1. Students with low self-esteem cause most classroom discipline problems.

SA A D SD

2. Students with low self-esteem are unable to stay on task academically.

   SA A D SD

3. High self-esteem contributes significantly to students academic achievement.

   SA A D SD

4. Students with low self-esteem feel rejected by teachers.

   SA A D SD

5. Low self-esteem in students is a result of previous school failures and present school failures.

   SA A D SD

6. Students from low socio-economic backgrounds have low self-esteem.

   SA A D SD

7. Self-esteem can be improved through the instructional process by using effective teaching methods and strategies.

   SA A D SD

8. Teacher praise is a good instuctional technique to use to improve students self-esteem.

   SA A D SD

9. Rewards and incentives can build positive self-esteem in students.

   SA A D SD

10. Poor reading skills are a direct indication of low self-esteem.

    SA A D SD

11. Students with low self-esteem do not perform appropriately in group activities.

SA A D SD

12. Students with low self-esteem have a difficult time communicating positively with adult authority figures.

SA A D SD

13. Students with low self-esteem constitute the majority of the school's chronic truancy cases.

SA A D SD

14. Low self-esteem in students is the direct result of family problems and personal crisis.

SA A D SD

15. Low self-esteem is most obvious in my students at the very beginning of the school day (during morning classes).

SA A D SD

16. Most over weight students seem to have low self-esteem.

SA A D SD

17. At the secondary level, more girls than boys seem to have low self-esteem.

SA A D SD

18. Receiving failing grades contributes significantly to a students low self-esteem.

SA A D SD

19. Getting students to write frequently about how they feel about themselves is a good teaching technique to use to improve self-esteem.

SA A D SD

20. Teacher encouragement helps students develop positive self-esteem.

SA A D SD

21. Providing students with learning options in the instructional process is one way to build positive self-esteem.

SA A D SD

22. Participation in after school extra-curricular activities improves students' self-esteem.

SA A D SD

23. Allowing students to decide what, how much and at what pace they will learn improves self-esteem.

SA A D SD

24. Male students are more likely to resist efforts to change their self-esteem than female students.

SA A D SD

25. Students with low self-esteem, because of the fear of failing, are afraid to take tests.

SA A D SD

26. Students with low self-esteem should meet one-on-one with the school's Guidance Counselor at least once a week.

SA A D SD

27. Poor personal hygiene leads to low self-esteem.

SA A D SD

28. Students with low self-esteem avoid interactions with those students who are considered high achievers.

SA A D SD

29. Students with low self-esteem normally score at least two standard deviations below the mean on standardized tests.

SA A D SD

30. Students can be taught to feel good about themselves through the use of student groups such as peer counseling.

SA A D SD

APPENDIX B

Teacher Questionnaire Results

Teacher Questionnaire

This questionnaire is designed to get professional educators perspective and views on issues relating to secondary student's self-esteem and the various teaching methods and techniques employed in the classroom to build self-esteem. Data collected from this questionnaire will be used in the completion of a graduate research project. Thank you very much for your cooperation.

Self-esteem may be defined as the way students feel about themselves. It is different from self-concept. Self-concept is what students think about themselves.

This questionnaire consist of two parts: Part I - Teacher Information and Part II - Student Information.

Please respond to Part I by filling in the blank spaces provided and checking the response you deem most appropriate.

Please respond to Part II by circling the response you deem most appropriate according to the following scale:

A - Agree

SA - Strongly Agree

D - Disagree

SD - Strongly Disagree

PART I: TEACHER INFORMATION

1. Please indicate your number of years teaching experience. 15.5 years

2. Please indicate your highest degree earned by checking the appropriate response.

12 Bachelor's	4 Specialist
10 Master's	2 Doctorate

3. Please indicate the number of students you have classroom contact with each school day. 33.7

4. Please indicate your professional emphasis area by checking the most appropriate response.

3 Elementary Education
21 Secondary Education
_____ Middle School Education
2 Special Education
2 Educational Administration

5. Please indicate your criteria for evaluation of student performance by checking the most appropriate response.

2 Grades only
1 Grades and behavior
5 Grades, behavior and attitude
20 Grades, behavior, attitude and attendance

6. Please indicate your primary method of academically motivating students by checking the most appropriate response.

26 Verbal praise and recognition
1 Rewards and incentives
_____ Extra credit toward grade 1 NA
_____ Notes home to parents

7. Please indicate your most effective instructional method by checking the most appropriate response.

___4___ Lecture
___17___ Individualized instruction
_____ Small group instruction 2 NA
___5___ Hands-on instruction

8. Please indicate your most effective method of getting feedback from your students by checking the most appropriate response.

___4___ Recognizing raised hands
___16___ Calling on students at random
___2___ Requiring written feedback
___6___ Open forum

9. Please indicate the most effective method of recognizing students with low self-esteem by checking the most appropriate response.

___2___ Poor quality on academic tasks
_____ Poor communication skills
___9___ Disruptive behavior in class
___17___ Lack of interest/withdrawn

10. Please indicate the level of self esteem of the students in your classes by checking the most appropriate response.

___8___ Very low ___18___ Low
___2___ High _____ Very high

PART II. <u>STUDENT INFORMATION</u>

SA-Strongly Agree A-Agree D-Disagree
SD-Strongly Disagree

1. Students with low self-esteem cause most classroom discipline problems.

SA	A	D	SD
7	16	4	1

2. Students with low self-esteem are unable to stay on task academically.

SA	A	D	SD
5	18	4	1

3. High self-esteem contributes significantly to students academic achievement.

SA	A	D	SD
6	20	1	1

4. Students with low self-esteem feel rejected by teachers.

SA	A	D	SD
4	14	6	4

5. Low self-esteem in students is a result of previous school failures and present school failures.

SA	A	D	SD
9	15	3	1

6. Students from low socio-economic backgrounds have low self-esteem.

SA	A	D	SD
8	12	8	

7. Self-esteem can be improved through the instructional process by using effective teaching methods and strategies.

SA	A	D	SD
8	17	3	

8. Teacher praise is a good instuctional technique to use to improve students self-esteem.

SA	A	D	SD
10	18		

9. Rewards and incentives can build positive self-esteem in students.

SA	A	D	SD
5	13	5	5

10. Poor reading skills are a direct indication of low self-esteem.

SA	A	D	SD
1	3	20	4

11. Students with low self-esteem do not perform appropriately in group activities.

SA	A	D	SD
6	16	6	

12. Students with low self-esteem have a difficult time communicating positively with adult authority figures.

SA	A	D	SD
9	14	5	

13. Students with low self-esteem constitute the majority of the school's chronic truancy cases.

SA	A	D	SD
12	14	1	1

14. Low self-esteem in students is the direct result of family problems and personal crisis.

SA	A	D	SD
8	9	8	3

15. Low self-esteem is most obvious in my students at the very beginning of the school day (during morning classes).

SA	A	D	SD
3	8	12	5

16. Most over weight students seem to have low self-esteem.

SA	A	D	SD
6	4	14	4

17. At the secondary level, more girls than boys seem to have low self-esteem.

SA	A	D	SD
3	5	17	3

18. Receiving failing grades contributes significantly to a students low self-esteem.

SA	A	D	SD
8	15	5	

19. Getting students to write frequently about how they feel about themselves is a good teaching technique to use to improve self-esteem.

SA	A	D	SD
6	17	5	

20. Teacher encouragement helps students develop positive self-esteem.

SA	A	D	SD
9	15	3	1

21. Providing students with learning options in the instructional process is one way to build positive self-esteem.

SA	A	D	SD
10	13	4	1

22. Participation in after school extra-curricular activities improves students' self-esteem.

SA	A	D	SD
12	12	3	1

23. Allowing students to decide what, how much and at what pace they will learn improves self-esteem.

SA	A	D	SD
7	19	2	

24. Male students are more likely to resist efforts to change their self-esteem than female students.

SA	A	D	SD
5	13	7	3

25. Students with low self-esteem, because of the fear of failing, are afraid to take tests.

SA	A	D	SD
4	18	6	

26. Students with low self-esteem should meet one-on-one with the school's Guidance Counselor at least once a week.

SA	A	D	SD
11	16	1	

27. Poor personal hygiene leads to low self-esteem.

SA	A	D	SD
6	14	6	2

28. Students with low self-esteem avoid interactions with those students who are considered high achievers.

SA	A	D	SD
9	13	4	2

29. Students with low self-esteem normally score at least two standard deviations below the mean on standardized tests.

SA	A	D	SD	
2	5	1		20 NA

30. Students can be taught to feel good about themselves through the use of student groups such as peer counseling.

SA	A	D	SD
9	18	1	

APPENDIX C

Coopersmith Self-Esteem Inventories

APPENDIX D

Computer Curriculum Corporation (CCC) Weekly Report

APPENDIX E

Daily Attendance Roster

APPENDIX F

Evaluate the Teacher Form

Evaluate the Teacher Form

Directions: Carefully read each statement and check the response of your choice.

1. My teacher made me feel accepted at school.
____Yes ____No ____Unsure

2. My teacher provided me with an opportunity to select some of my academic activities.
____Yes ____No ____Unsure

3. My teacher provided me with an opportunity to use the style of learning that is best suited for me. ____Yes ____No ____Unsure

4. My teacher provided me with timely encouragement. ____Yes ____No ____Unsure

5. My teacher provided me with opportunities to make my own good decisions.
____Yes ____No ____Unsure

6. My teacher provided me with opportunities to correct errors and redo assignments.
____Yes ____No ____Unsure

7. My teacher provided me with opportunities to work cooperatively with other classmates.
____Yes ____No ____Unsure

8. My teacher provided me with opportunities to demonstrate that I am a responsible young person. ____Yes ____No ____Unsure

9. My teacher provided me with opportunities to express my feelings in positive ways.
____Yes ____No ____Unsure

10. My teacher provided me with an opportunity to solve problems on my own.
____Yes ____No ____Unsure

APPENDIX G

Proposed Timeline

Proposed Timeline

Week 1	Discuss project, its purpose, its duration and rewards with target population; encourage students to do their best; meet with students; establish incentives; Pre-test target population. The instrument used was the Coopersmith SEI Adult Form; Schedule students for computer-assisted instructions in CCC Lab; Review CCC student printout for week 1
Week 2	Encourage cooperative learning; encourage use of critical thinking skills; review CCC printout with students
Week 3	Develop sense of belonging; review CCC printout with students; meet with mentor to discuss early stages of implementation; meet with CCC Lab proctor and discuss any problems or changes
Week 4	Encourage students to do their best; discuss attendance with students; review CCC printout with students; review and document any changes in students' attendance pattern
Week 5	Encourage cooperative learning; encourage use of critical thinking skills; review CCC printout with students
Week 6	Develop sense of belonging; review CCC printout with students; review project progress with advisor and mentor; make mid-course correction if necessary; meet with CCC Lab proctor to discuss any problems or changes;
Week 7	Encourage students to do their best; discuss attendance with students; review CCC printout with students;

Week 8	Encourage cooperative learning; encourage use of critical thinking skills; review CCC printout with students; review and document any changes in students' attendance pattern
Week 9	Develop sense of belonging; review CCC printout with students; meet with CCC Lab proctor to discuss any problems or changes
Week 10	Encourage students to do their best; discuss attendance with students; review CCC printout with students
Week 11	Encourage cooperative learning; encourage the use of critical thinking skills; review CCC printout with students
Week 12	Develop sense of belonging; review CCC printout with students; meet with CCC Lab proctor to discuss any problems or changes
Week 13	Post-test target population. Compare and record pre-test and post-test scores for student gains; hand out Evaluate the Teacher form; tabulate scores of Evaluate the Teacher Form; review CCC printout with students; record student attendance record for the 12-week project; record student basic skill gains in computer-assisted instruction for 12-week project